

Title III
Model School For
Developmental Reading Instruction

E V A L U A T I O N

Second Semester 1968-69 School Year

by

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(1) The following table summarizes the results of the reading achievement of the 1000 students in the 10th grade. There is no significant difference between the reading achievement of students in the 10th grade who have attended 1000 hours and those who did not attend.

(2) There is no significant difference between the reading achievement of students in the 10th grade who have attended 1000 hours. The reading achievement of the students who did not attend the 1000 hours is not significant.

(3) There is no significant change in average student reading achievement from the 10th grade to their school, as a result of attending the 1000 hours.

Type of Evaluation

The evaluation carried out during the second semester of the 1968-69 school year included four new dimensions not found in previous MRS evaluations. In addition to conducting a pre-test, post-test comparison of scores for the MRS and satellite classes which were in operation during the spring semester, the following analyses were made:

- (1) A follow-up evaluation during the spring semester (retested in the winter and post-tested in late spring) of the previous kindergarten through grade 6 pupils who had been enrolled at the MRS (including their controls) during the fall semester.
- (2) A year-long evaluation (pre-tested in the early fall and post-tested in the late spring) of these same pupils (including one satellite grade 6 and its control, but excluding MRS grade 1 because this class had received the Lee-Clark Reading Readiness Test in the early fall).
- (3) An evaluation similar to (2) above for satellite grades 2 through 5 except the pre-testing was accomplished in late fall.
- (4) A comparison between satellite classes and MRS classes for grades 1 and 6.

The following null hypotheses were tested and where appropriate refer to satellite pupils, teachers, and observers as well as to those of the MRS:

- (1) There is no significant difference between the reading ability of pupils in kindergarten through grade six who attended the MRS and those who did not attend.
- (2) There is no significant difference between the classroom teacher's ability to provide reading instruction as a result of attending the MRS and that of the classroom teacher who did not attend the MRS.
- (3) There is no significant change in observers' attitude toward the reading program in their school as a result of observing the MRS.

(4) There is no significant change in observers' knowledge of reading programs as a result of observing the MRS.

Method: Second semester beginning January 1, 1969

Subjects:

MRS E and C grades K through 6
Satellite classes grades 1 through 6
Seven E and seven C classroom teachers of kindergarten
through grade 6
Observers of the MRS and satellite classes

Instruments:

Readiness Scale for E and C kindergarten
Stanford Achievement Test, Primary I (Reading Section) for
E and C pupils, grades 1, 2, and 3
Stanford Achievement Test, Primary II (Reading Section) for
E and C pupils grade 4
Stanford Achievement Test, Intermediate I (Reading and Social
Studies Sections) for E and C pupils grades 5 and 6
Instrument #1 for observers' attitude toward their own reading
program (P. 31)
Instrument #2 for observers' knowledge of reading programs
(P. 32)
Instrument #3 for observers' proposed changes in their own
reading programs (P. 35)
Instrument #4 for observers' reported changes in their own
reading program (P. 36)
Instrument #5 for observers' comments on the MRS (P. 37)
Scale 0-50 for Independent Evaluator
Narrative report by Independent Evaluator

Procedure:

The following instruments were administered to the E and C fall
and spring classes in January, 1969 and again in May, 1969:

Readiness Scale for kindergarten
Stanford Achievement Test, Primary I (Reading Section) for
grades 1, 2, and 3 including the spring semester
satellite grade 1 and its C class
Stanford Achievement Test, Primary II (Reading Section)
for grade 4
Stanford Achievement Test, Intermediate I (Reading and Social
Studies Section) for grades 5 and 6

Satellite grades 2 through 5 and their C classes were administered the appropriate instruments listed above in late fall, 1968 and again in May, 1969.

Satellite Grade 6 and its C class were pre-tested in September, 1968 with the Stanford Achievement Test, Intermediate I and post-tested in May, 1969.

The Independent Evaluator applied the 0-50 Scale to the E and C classroom teachers in January, 1969 and in May, 1969. The evaluator was not informed whether a teacher was E or C. Supplementing the score on the 0-50 Scale was a narrative report briefly describing their teaching techniques.

Instruments #1 and #2 were administered at the beginning of the first day of observation and for half of the observers (selected at random), the instruments were readministered at the close of the second day. For the other half, the instrument was readministered at the close of the third day of observation which was scheduled two weeks after the second day of observing.

Instrument #3 was administered at the close of the second day's observation.

Instrument #4 was administered at the beginning of the third day of observation.

Instrument #5 was administered at the close of the third day's observation.

Results and Discussion:

Table 1 (pp. 8 - 21) contains the achievement test results of pupils enrolled in MRS, satellite, and control classes for kindergarten through grade 6. The data show:

- (1) An evaluation of the spring semester MRS pupils K through 6 and their controls including satellite grade 1.
- (2) A spring semester follow-up evaluation of the previous fall semester pupils K through 6.
- (3) A year-long evaluation of these same pupils including satellite grade 6, but excluding MRS grade 1 because it had received the Lee-Clark Reading Readiness Test in the early fall.
- (4) An evaluation similar to (3) above for satellite grades 2 through 5 except the pre-testing was accomplished in late fall.
- (5) A comparison between satellite classes and MRS classes for grades 1 and 6.

An examination of the 132 comparisons between E and C adjusted post-test means reveals that E's surpassed the C's approximately twice as many times as not (87 vs. 43) with two comparisons showing no difference. Of these differences, 39 were statistically significant in favor of the E's with only 4 significantly favoring the C's, or approximately 10 times as many differences significantly favored the E's than C's. Null hypothesis #1 may be rejected on the basis of these findings.

Generally, the differences between E's and C's were greater during the semester of attendance at the MRS (see results for spring semester 1969 for each grade). However, by comparing E's and C's during the spring semester following attendance at the MRS (after statistically adjusting for differences accrued by the end of the fall semester of MRS attendance) it is seen that E's continued to surpass C's more so than not. A further

look at the data for these same classes covering the entire year, reveals similar findings that generally, E's surpasses C's. Also, similar findings are shown for satellite classes over approximately an academic year. In fact, for grades 1 and 6 it was possible to compare satellite and MRS classes. Table 1, pp.10 and 21 respectively, shows that the data favors one as much as the other.

Finally, an examination of pre- to post-testing reveals that generally E's and C's improved from pre- to post-testing. However, three times as many C means showed decline than did the E's (15C means vs. 3E means).

Table 2 (pp. 22-24) shows the results of the independent evaluator's analysis of classroom teachers' ability to provide reading instruction who accompanied their pupils to the MRS and their matched controls. It is to be kept in mind that the Evaluator was not told which teachers were E and which C. The numerical evaluation (p. 22) shows highly significant evidence that the E teachers improved their ability to teach reading as a result of attending the MRS. Based upon these findings, null hypothesis #2 may be rejected.

Table 2 (pp. 23-24) also represents an attempt to categorize and quantify the narrative reports which the independent evaluator prepared for each of the seven classroom teachers and their matched controls. The most frequently occurring comments for both groups related to methods, individual approach, grouping, and materials. Post evaluations produced twice as many additional positive comments for the E's than for the C's (24 vs 12 respectively) and for the negative comments, the E's displayed a two-thirds reduction while the C's remained much the same.

Table 3 results (pp. 25-30) reveal the effect the MRS and the satellite classes had upon their observers. Observers were tested for change in attitude toward the reading program in their school and for their knowledge of reading programs. Statistically significant improvement from pre- to post-testing occurred for all groups of observers on both instruments with the exception of the MRS observers who were post-tested on the attitude test at the close of their third visit which came two weeks after their second day of observing (p.25). Null hypotheses #3 and #4 may be rejected for these results were significant. On both the attitude test and the knowledge test it seems that greatest change occurred following two consecutive days of observing at the MRS. When post-test means were adjusted for pre-test differences between groups of observers the analysis of covariance shows no significant differences between groups in the amount of knowledge gained. However, the analysis of covariance does show significant differences between groups in their change in attitude, and as discussed above this relates to the fact that satellite and MRS two-day observers demonstrated significant change in attitude while those MRS observers tested two weeks later at the close of their third visit showed no significant change in attitude. This no significant change could have resulted from the observers improving their own reading program during the two-week interim and thus when they returned to the MRS they perceived less difference between their own program and that of the MRS. It is of value to note that the satellite observers like the MRS two-day observers demonstrated statistically significant change in attitude and in knowledge.

Also included in Table 3 (pp. 26-30) are tabulations of the responses to Instruments III (pp. 26 and 30), IV (p. 27), and V (pp. 28 and 29) by observers of the MRS and satellite classes. There seems to be considerable similarity between the two types of observers on the question dealing with

the most valuable thing gained (question 1, Instrument V). Almost half the responses (approximately 46%) dealt either with methods or individualized instruction. In stating the greatest weakness (question 2, Instrument V) the two groups differed. About 50% of the MRS observers either cited no weakness or wanted more time to observe. Satellite observers' most frequent criticism dealt with methods which was also their most popular positive comment. In comparing items 1 and 2 of Instrument V, it is seen that both groups gave more positive comments than negative (approximately 2 times more by MRS observers vs. approximately 1/3 more by satellite observers).

Further, MRS observers returned for a third day, two weeks after their second visit, therefore there was an opportunity to follow-up the responses to the question dealing with proposed changes (Instrument III, p.26). Roughly 60% of the proposed changes involved individualized instruction, use of A-V materials, methods, and grouping. Two weeks later, in asking what changes have been made (Instrument IV, p. 27) it is noted that these same items again account for roughly 60% of the responses, although not in the same order of magnitude. The satellite observers provided similar reactions to Instrument III (p.30).

Summary

The overall effect of the Model Reading School upon teachers, pupils, and observers is positive. Not only does the MRS generally produce significant improvement in pupils and teachers who attend for one semester, but this positive effect continues beyond that semester when they return to their own schools. Also, the MRS is effective in extending its positive effects through the work of satellite classes. Generally, the satellite classes appear to be as effective as the parent MRS in promoting improvement. The MRS seems to be a most productive nucleus for generating improvement within an ever increasing number of classrooms.

TABLE 1

Achievement ResultsFall Semester 1968-Kindergarten
Readiness Scale

<u>Item</u>	<u>Group</u>	<u>Early Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Part I	C	5.92	7.75	7.64	11.24	1/25	.01
	E	5.38	10.56	10.65			
Part II	C	27.50	33.83	33.02	14.92	1/24	.01
	E	25.33	39.40	40.05			
Part III	C	15.75	23.00	22.70	4.13	1/28	N.S.
	E	14.58	20.58	20.77			

<u>Item</u>	<u>Group</u>	<u>Winter Post-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Part I	C	7.36	8.00	8.86	2.60	1/24	N.S.
	E	9.31	10.81	10.22			
Part II	C	29.00	34.90	39.51	1.03	1/22	N.S.
	E	38.73	40.47	37.39			
Part III	C	18.00	23.00	22.22	1.35	1/27	N.S.
	E	16.10	20.58	21.03			

Spring Semester 1969-Kindergarten
Readiness Scale

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Part I	C	8.21	8.86	8.64	18.71	1/25	.01
	E	7.28	10.14	10.36			
Part II	C	35.38	34.92	33.58	13.94	1/23	.01
	E	30.69	40.23	41.58			
Part III	C	16.23	20.31	19.31	7.50	1/24	.05
	E	13.43	20.57	21.50			

TABLE 1 continued

Fall Semester 1968-Grade 1

Item	Group	Winter Post-test \bar{X}^*	Late Spring Post-test \bar{X}^{**}	Adjusted \bar{X}	F	df	Signif.
Word Meaning	C	52.14	1.54	1.56	26.46	1/40	.01
	E	56.38	2.20	2.17			
Paragraph Meaning	C	52.14	1.68	1.68	4.23	1/40	.05
	E	56.38	2.00	1.99			
Vocabulary	C	52.14	1.38	1.38	14.37	1/40	.01
	E	56.38	2.20	2.20			
Spelling	C	52.14	1.44	1.50	6.78	1/40	.05
	E	56.38	2.06	2.00			
Word Study Skills	C	52.14	1.40	1.44	5.29	1/40	.05
	E	56.38	1.98	1.94			

Spring Semester 1969-Grade 1
Stanford Achievement Test, Primary I

Item	Group	Winter Pre-test \bar{X}	Late Spring Post-test \bar{X}	Adjusted \bar{X}	F	df	Signif.
Word Reading	C	1.61	1.87	2.06	95.49	1/52	.01
	E	2.21	3.35	3.17			
Paragraph Meaning	C	1.58	2.01	2.28	18.57	1/52	.01
	E	2.18	3.06	2.81			
Vocabulary	C	2.21	2.60	2.74	12.66	1/52	.01
	E	2.61	3.41	3.27			
Spelling	C	1.55	1.94	2.23	18.45	1/52	.01
	E	2.51	3.03	2.74			
Word Study Skills	C	1.62	1.88	2.22	63.59	1/52	.01
	E	2.67	4.14	3.80			

*Lee-Clark Reading Readiness Test.

**Stanford Achievement Test, Primary I.

TABLE 1 continued

Spring Semester 1969-Satellite Grade 1
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	1.23	1.38	1.41	197.90	1/44	.01
	E	1.36	2.67	2.60			
Paragraph Meaning	C	1.29	1.37	1.39	129.06	1/40	.01
	E	1.40	3.15	3.12			
Vocabulary	C	1.28	1.43	1.45	57.45	1/43	.01
	E	1.31	3.17	3.14			
Spelling	C	1.31	1.83	1.88	49.64	1/23	.01
	E	1.39	2.97	2.95			
Word Study Skills	C	1.24	1.38	1.45	39.70	1/43	.01
	E	1.34	2.36	2.25			

Spring Semester 1969 MRS vs. Satellite 1969 - Grade 1
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	MRS	2.21	3.35	3.19	3.58	1/43	N.S.
	Sat.	1.36	2.67	2.91			
Paragraph Meaning	MRS	2.18	3.06	2.82	11.47	1/42	.01
	Sat.	1.40	3.15	3.55			
Vocabulary	MRS	2.61	3.41	3.07	3.80	1/43	N.S.
	Sat.	1.31	3.17	3.70			
Spelling	MRS	2.51	3.03	2.75	17.23	1/41	.01
	Sat.	1.39	2.97	3.42			
Word Study Skills	MRS	6.67	4.14	3.80	11.54	1/42	.01
	Sat.	1.34	2.36	2.88			

TABLE 1 continued

Fall Semester 1968-Grade 2
Stanford Achievement Test, Primary I

Item	Group	Early Fall Pre-test \bar{X}	Late Spring Post-test \bar{X}	Adjusted \bar{X}	F	df	Signif.
Word Reading	C	1.80	2.60	2.62	.06	1/44	N.S.
	E	1.87	2.61	2.59			
Paragraph Meaning	C	1.80	2.64	2.70	.00	1/44	N.S.
	E	1.91	2.76	2.70			
Vocabulary	C	2.24	3.48	3.50	1.35	1/44	N.S.
	E	2.28	3.26	3.25			
Spelling	C	1.57	2.80	2.80	.08	1/44	N.S.
	E	1.58	2.76	2.76			
Word Study Skills	C	1.73	2.88	3.07	.15	1/44	N.S.
	E	2.14	3.39	3.20			

Item	Group	Winter Post-test \bar{X}	Late Spring Post-test \bar{X}	Adjusted \bar{X}	F	df	Signif.
Word Reading	C	2.20	2.60	2.54	.10	1/46	N.S.
	E	2.06	2.53	2.58			
Paragraph Meaning	C	2.33	2.73	2.67	.40	1/46	N.S.
	E	2.21	2.70	2.75			
Vocabulary	C	2.50	3.54	3.49	2.14	1/46	N.S.
	E	2.42	3.16	3.22			
Spelling	C	2.23	2.75	2.69	.42	1/46	N.S.
	E	2.08	2.71	2.77			
Word Study Skills	C	2.30	3.01	3.01	.58	1/46	N.S.
	E	2.31	3.25	3.25			

TABLE 1 continued

Spring Semester 1969-Grade 2
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	2.39	2.53	2.51	.15	1/47	N.S.
	E	2.36	2.46	2.47			
Paragraph Meaning	C	2.48	2.85	2.80	.04	1/47	N.S.
	E	2.34	2.71	2.76			
Vocabulary	C	2.59	2.85	2.84	1.22	1/47	N.S.
	E	2.58	2.70	2.71			
Spelling	C	2.77	2.96	2.91	1.90	1/47	N.S.
	E	2.63	2.73	2.78			
Word Study Skills	C	2.84	2.70	2.62	4.47	1/47	.05
	E	2.64	3.10	3.18			

Satellite 1968-69 - Grade 2
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Late Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	2.83	3.34	3.34	2.83	1/48	N.S.
	E	2.80	3.19	3.19			
Paragraph Meaning	C	2.97	3.64	3.67	.62	1/48	N.S.
	E	3.24	3.59	3.57			
Vocabulary	C	3.71	4.44	4.54	1.79	1/48	N.S.
	E	4.01	4.36	4.27			
Spelling	C	2.72	3.29	3.31	.00	1/48	N.S.
	E	2.98	3.33	3.31			
Word Study Skills	C	4.12	4.71	4.76	.27	1/48	N.S.
	E	4.39	4.67	4.62			

TABLE 1 continued

Fall Semester 1968-Grade 3
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Early Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	2.96	3.41	3.25	.49	1/50	N.S.
	E	2.37	3.02	3.18			
Paragraph Meaning	C	3.34	3.66	3.49	.02	1/50	N.S.
	E	2.44	3.31	3.47			
Vocabulary	C	3.39	4.65	4.45	4.39	1/50	.05
	E	2.87	3.90	4.09			
Spelling	C	2.95	3.30	3.18	.10	1/50	N.S.
	E	2.31	3.10	3.21			
Word Study Skills	C	2.89	4.83	4.41	.87	1/50	N.S.
	E	2.60	3.76	4.16			

<u>Item</u>	<u>Group</u>	<u>Winter Post-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	3.19	3.42	3.25	.27	1/51	N.S.
	E	2.57	3.02	3.20			
Paragraph Meaning	C	3.22	3.67	3.56	1.44	1/51	N.S.
	E	2.76	3.31	3.42			
Vocabulary	C	3.85	4.61	4.36	1.25	1/51	N.S.
	E	3.18	3.90	4.15			
Spelling	C	3.07	3.30	3.24	1.50	1/51	N.S.
	E	2.76	3.10	3.15			
Word Study Skills	C	3.66	4.86	4.48	1.49	1/51	N.S.
	E	2.59	3.76	4.13			

TABLE 1 continued

Spring Semester 1969-Grade 3
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Winter</u> <u>Pre-test \bar{X}</u>	<u>Late Spring</u> <u>Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	2.83	2.80	2.56	1.41	1/52	N.S.
	E	2.23	2.40	2.67			
Paragraph Meaning	C	2.90	3.00	2.79	3.14	1/52	N.S.
	E	2.26	2.33	2.56			
Vocabulary	C	3.10	3.06	2.76	.27	1/52	N.S.
	E	2.18	2.51	2.85			
Spelling	C	2.95	2.94	2.69	.06	1/52	N.S.
	E	2.27	2.39	2.66			
Word Study Skills	C	3.82	3.40	2.92	.01	1/52	N.S.
	E	2.36	2.40	2.94			

Satellite 1968-69 - Grade 3
Stanford Achievement Test, Primary I

<u>Item</u>	<u>Group</u>	<u>Late Fall</u> <u>Pre-test \bar{X}</u>	<u>Late Spring</u> <u>Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Reading	C	2.82	2.99	3.02	.27	1/49	N.S.
	E	2.92	3.10	3.07			
Paragraph Meaning	C	2.92	3.19	3.22	.92	1/49	N.S.
	E	3.03	3.39	3.36			
Vocabulary	C	3.36	3.38	3.37	1.75	1/49	N.S.
	E	3.33	3.64	3.65			
Spelling	C	2.94	3.15	3.16	.55	1/49	N.S.
	E	2.95	3.10	3.10			
Word Study Skills	C	3.24	3.37	3.49	.47	1/49	N.S.
	E	3.60	3.80	3.65			

TABLE 1 continued

Fall Semester 1968-Grade 4
Stanford Achievement Test, Primary II

<u>Item</u>	<u>Group</u>	<u>Early Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	3.29	3.94	3.96	43.48	1/43	.01
	E	3.33	5.47	5.46			
Paragraph Meaning	C	3.14	4.25	4.40	3.73	1/43	N.S.
	E	3.45	4.93	4.79			
Spelling	C	3.50	4.40	4.43	11.29	1/43	.01
	E	3.56	4.96	4.93			
Word Study Skills	C	2.75	3.43	3.74	.11	1/43	N.S.
	E	3.38	3.96	3.65			
Language	C	3.47	4.40	4.39	39.33	1/43	.01
	E	3.44	5.66	5.67			

<u>Item</u>	<u>Group</u>	<u>Winter Post-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	3.80	3.95	4.29	9.63	1/43	.01
	E	4.85	5.44	5.15			
Paragraph Meaning	C	3.62	4.37	4.53	1.49	1/43	N.S.
	E	4.02	4.92	4.78			
Spelling	C	3.71	4.40	4.60	1.27	1/43	N.S.
	E	4.18	5.00	4.83			
Word Study Skills	C	3.10	3.37	4.48	15.55	1/43	.01
	E	4.94	3.88	2.94			
Language	C	3.53	4.36	5.17	.47	1/43	N.S.
	E	5.51	5.65	4.97			

TABLE 1 continued

Spring Semester 1969-Grade 4
Stanford Achievement Test, Primary II

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	3.67	4.01	3.95	52.97	1/46	.01
	E	3.56	5.50	5.55			
Paragraph Meaning	C	3.77	3.48	3.40	65.25	1/46	.01
	E	3.57	4.76	4.82			
Spelling	C	3.74	3.98	4.08	10.38	1/45	.01
	E	3.97	4.73	4.66			
Word Study Skills	C	2.42	2.76	3.00	10.08	1/46	.01
	E	3.10	3.88	3.69			
Language	C	3.65	3.79	3.88	24.44	1/45	.01
	E	3.83	5.40	5.32			

Satellite 1968-69 - Grade 4
Stanford Achievement Test, Primary II

<u>Item</u>	<u>Group</u>	<u>Late Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	2.84	3.45	3.43	.40	1/45	N.S.
	E	2.80	3.51	3.54			
Paragraph Meaning	C	3.01	3.49	3.33	.99	1/49	N.S.
	E	2.70	3.32	3.46			
Spelling	C	3.64	4.09	3.98	7.95	1/49	N.S.
	E	3.38	4.26	4.36			
Word Study Skills	C	2.72	2.72	2.39	37.44	1/49	.01
	E	2.08	3.20	3.48			
Language	C	3.12	3.46	3.24	9.82	1/49	.01
	E	2.66	3.95	4.14			

TABLE 1 continued

Fall Semester 1963-Grade 5
Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Early Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	3.68	4.89	5.25	1.65	1/49	N.S.
	E	4.33	5.36	4.96			
Paragraph Meaning	C	3.70	4.65	4.95	.01	1/49	N.S.
	E	4.40	5.29	4.97			
Spelling	C	4.06	4.93	5.04	.23	1/49	N.S.
	E	4.31	5.29	5.18			
Word Study Skills	C	3.28	4.10	4.08	.18	1/49	N.S.
	E	3.25	4.17	4.19			
Social Studies	C	4.17	4.64	4.77	1.89	1/49	N.S.
	E	4.43	5.27	5.13			
Language	C	3.60	4.55	4.80	2.29	1/49	N.S.
	E	4.05	5.55	5.28			

<u>Item</u>	<u>Group</u>	<u>Winter Post-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	4.44	4.97	5.07	.57	1/47	N.S.
	E	4.66	5.33	5.23			
Paragraph Meaning	C	4.52	4.69	4.68	4.80	1/47	.05
	E	4.50	5.23	5.24			
Spelling	C	4.63	5.05	5.18	.02	1/47	N.S.
	E	4.90	5.29	5.16			
Word Study Skills	C	3.90	4.06	4.02	.83	1/47	N.S.
	E	3.83	4.21	4.24			
Social Studies	C	4.50	4.68	4.62	9.06	1/47	.01
	E	4.38	5.30	5.36			
Language	C	4.50	4.65	4.77	9.16	1/47	.01
	E	4.74	5.64	5.52			

TABLE 1 continued

Spring Semester 1969-Grade 5
Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	6.80	6.64	5.91	1.78	1/56	N.S.
	E	5.14	5.53	6.24			
Paragraph Meaning	C	6.88	6.36	5.63	1.09	1/56	N.S.
	E	5.07	5.25	5.96			
Spelling	C	6.21	6.43	6.22	8.22	1/56	.01
	E	5.69	5.42	5.62			
Word Study Skills	C	5.36	5.74	5.31	.20	1/56	N.S.
	E	4.36	5.01	5.43			
Social Studies	C	6.33	6.12	5.60	.90	1/56	N.S.
	E	4.87	5.44	5.94			
Language	C	6.51	6.33	5.73	1.81	1/56	N.S.
	E	5.19	5.64	6.23			

Satellite 1968-69 - Grade 5
Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Late Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	4.60	5.54	5.80	.59	1/38	N.S.
	E	5.20	5.91	5.58			
Paragraph Meaning	C	5.00	5.21	5.12	2.84	1/38	N.S.
	E	4.66	5.59	5.70			
Spelling	C	4.90	5.51	5.57	.01	1/38	N.S.
	E	5.09	5.63	5.54			
Word Study Skills	C	4.80	5.27	5.26	.02	1/38	N.S.
	E	4.78	5.20	5.21			
Social Studies	C	4.84	5.34	5.21	.81	1/38	N.S.
	E	4.48	5.26	5.42			
Language	C	5.26	5.83	5.56	3.36	1/38	N.S.
	E	4.73	6.04	6.40			

TABLE 1 continued

Fall Semester 1968-Grade 6
Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Early Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	6.60	7.05	6.73	3.52	1/50	N.S.
	E	5.75	6.87	7.22			
Paragraph Meaning	C	6.65	7.58	7.07	5.79	1/50	.05
	E	5.30	7.28	7.86			
Spelling	C	6.11	6.84	6.71	.01	1/50	N.S.
	E	5.82	6.55	6.69			
Word Study Skills	C	5.48	5.67	5.04	3.33	1/50	N.S.
	E	4.07	4.74	5.44			
Social Studies	C	6.41	7.12	6.73	1.11	1/50	N.S.
	E	5.62	6.58	7.01			
Language	C	6.31	7.18	6.76	3.80	1/50	N.S.
	E	5.25	6.78	7.25			

<u>Item</u>	<u>Group</u>	<u>Winter Post-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	6.62	6.90	6.78	1.17	1/54	N.S.
	E	6.33	6.90	7.03			
Paragraph Meaning	C	6.36	7.39	7.46	.76	1/54	N.S.
	E	6.52	7.31	7.22			
Spelling	C	6.40	6.80	6.82	1.45	1/54	N.S.
	E	6.46	6.57	6.54			
Word Study Skills	C	5.19	5.49	5.42	5.93	1/54	.05
	E	5.00	4.75	4.84			
Social Studies	C	6.24	6.89	6.82	.41	1/54	N.S.
	E	6.08	6.55	6.63			
Language	C	6.71	7.06	6.90	.04	1/54	N.S.
	E	6.16	6.34	6.84			

TABLE 1 continued

Spring Semester 1968-Grade 6
Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Winter Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	5.80	5.77	5.89	5.28	1/53	.05
	E	6.09	6.59	6.48			
Paragraph Meaning	C	5.74	5.54	5.77	2.26	1/53	N.S.
	E	6.33	6.44	6.22			
Spelling	C	6.50	6.48	6.41	.04	1/53	N.S.
	E	6.35	6.40	6.46			
Word Study Skills	C	5.09	4.97	5.08	3.87	1/53	N.S.
	E	5.32	5.61	5.51			
Social Studies	C	5.44	5.52	5.73	.01	1/53	N.S.
	E	5.94	5.97	5.77			
Language	C	6.00	6.04	5.96	7.56	1/53	.01
	E	5.82	6.78	6.86			

Satellite 1968-69 - Grade 6
Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Early Fall Pre-test \bar{X}</u>	<u>Late Spring Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	C	6.54	6.97	6.69	.08	1/58	N.S.
	E	5.84	6.48	6.77			
Paragraph Meaning	C	6.31	7.18	6.99	.28	1/58	N.S.
	E	5.72	6.95	7.14			
Spelling	C	6.51	7.24	6.97	.17	1/58	N.S.
	E	5.74	6.80	7.08			
Word Study Skills	C	4.94	5.80	5.78	5.50	1/58	.05
	E	4.86	6.31	6.33			
Social Studies	C	5.99	6.88	6.70	1.17	1/58	N.S.
	E	5.49	6.24	6.42			
Language	C	6.67	7.64	7.49	.21	1/57	N.S.
	E	6.16	7.50	7.66			

TABLE 1 concluded

Fall Semester 1969 MRS-Grade 6
 vs
 Satellite 1968-69 Grade 6

Stanford Achievement Test, Intermediate I

<u>Item</u>	<u>Group</u>	<u>Early Fall</u> <u>Pre-test \bar{X}</u>	<u>Late Spring</u> <u>Post-test \bar{X}</u>	<u>Adjusted \bar{X}</u>	<u>F</u>	<u>df</u>	<u>Signif.</u>
Word Meaning	MRS	5.75	6.87	6.92	2.84	1/52	N.S.
	Sat.	5.84	6.48	6.44			
Paragraph Meaning	MRS	5.30	7.28	7.44	3.73	1/52	N.S.
	Sat.	5.72	6.95	6.82			
Spelling	MRS	5.82	6.55	6.51	2.09	1/52	N.S.
	Sat.	5.74	6.80	6.84			
Word Study Skills	MRS	4.07	4.74	5.04	16.63	1/52	.01
	Sat.	4.86	6.31	6.06			
Social Studies	MRS	5.62	6.58	6.52	.93	1/52	N.S.
	Sat.	5.49	6.24	6.29			
Language	MRS	5.25	6.78	7.11	.08	1/51	N.S.
	Sat.	6.16	7.50	7.22			

TABLE 2

Independent Evaluator's Numerical
Evaluation of Classroom Teachers

Teachers	Scores		Analysis of Covariance		
	Pre-	Post-	C Teachers	Pre- \bar{X}	Post- \bar{X}
C	20	20			
E	5	35			
C	20	20	C Teachers	14.28	17.14
E	20	40	E Teachers	12.14	39.43
C	10	20			
E	20	40			
			df = 1/11	F = 86.11	
C	15	20			
E	10	35			
C	15	20			
E	10	45			
C	5	5	Signif. beyond .01 level		
E	5	43			
C	15	15			
E	15	38			
			NOTE: all scores based upon 0-50 scale		

TABLE 2 continued

Summary of Independent Evaluator's
Narrative of E and C Teachers

E Teachers

POSITIVE COMMENTS

<u>Pre</u>	<u>No. of Comments</u>	<u>% of N</u>	<u>Post</u>	<u>No. of Comments</u>	<u>% of N</u>
Atmosphere	11	40.7	Atmosphere	3	5.9
Methods	7	25.9	Methods	18	35.3
Individual Approach	4	14.8	Individual Approach	15	29.4
Grouping	4	14.8	Grouping	7	13.7
Materials	1	3.8	Materials	6	11.8
	<u> </u>	<u> </u>	Other	<u> </u>	<u> </u>
	N=27	100.0%		N=51	100.0%

NEGATIVE COMMENTS

<u>Pre</u>	<u>No. of Comments</u>	<u>% of N</u>	<u>Post</u>	<u>No. of Comments</u>	<u>% of N</u>
Atmosphere	3	7.5	Atmosphere	1	7.7
Methods	16	40.0	Methods	8	61.5
Individual Approach	8	20.0	Individual Approach	3	23.1
Grouping	7	17.5	Grouping	1	7.7
Materials	4	10.0			
Other	<u> </u>	<u> </u>		<u> </u>	<u> </u>
	N=40	100.0%		N=13	100.0%

TABLE 2 concluded

C Teachers

POSITIVE COMMENTS

<u>Pre</u>	<u>No. of Comments</u>	<u>% of N</u>	<u>Post</u>	<u>No. of Comments</u>	<u>% of N</u>
Atmosphere	8	36.3	Atmosphere	8	23.5
Methods	6	27.3	Methods	14	41.2
Individual Approach	3	13.6	Individual	7	20.6
Grouping	2	9.1	Grouping	2	5.9
Materials	2	9.1	Materials	2	5.9
Other	<u>1</u>	<u>4.6</u>	Other	<u>1</u>	<u>2.9</u>
	N=22	100.0%		N=34	100.0%

NEGATIVE COMMENTS

<u>Pre</u>	<u>No. of Comments</u>	<u>% of N</u>	<u>Post</u>	<u>No. of Comments</u>	<u>% of N</u>
Atmosphere	4	12.9	Atmosphere	2	6.9
Method	11	35.6	Method	13	44.8
Individual Approach	8	25.8	Individual Approach	7	24.1
Grouping	4	12.9	Grouping	4	13.8
Materials	2	6.4	Materials	2	6.9
Other	<u>2</u>	<u>6.4</u>	Other	<u>1</u>	<u>3.5</u>
	N=31	100.0%		N=29	100.0%

T A B L E 3

Results of Observers' Attitude Test and Knowledge Test

ATTITUDE TEST

Group	N	Pre-test \bar{X}	Post-test \bar{X}	t	Signif.	Analysis of Covariance			
						Adj. Post-test \bar{X}	F	df	Signif.
Satellite One-day	196	50.49	52.15	-3.47	.01	51.89	3.01	2/343	.05
MRS Two-day	80	49.66	52.98	-4.32	.01	53.38			
MRS Three-day	71	49.83	50.52	-.87	N.S.	50.79			

KNOWLEDGE TEST

Group	N	Pre-test \bar{X}	Post-test \bar{X}	t	Signif.	Analysis of Covariance			
						Adj. Post-test \bar{X}	F	df	Signif.
Satellite One-day	202	21.17	21.96	-3.58	.01	22.37	2.12	2/349	N.S.
MRS Two-day	80	22.74	23.90	-3.71	.01	23.12			
MRS Three-day	71	22.10	23.06	-2.76	.01	22.76			

TABLE 3 continued

MRS Observers' Proposed Changes

Instrument III

Please list five things you may change or incorporate in your school as a result of your visit to the Model Reading School.

<u>Description</u>	<u>No. Reporting</u>	<u>% of N</u>
Individualize Instruction	127	20.3
Use of A.V. Materials	96	15.3
Methods	86	13.7
Grouping	76	12.1
Teacher-Student Planning	58	9.3
Order More Books	41	6.5
More Creative Work	35	5.6
Variety of Activities	29	4.6
Diagnostic Testing	28	4.5
Make Files for Pictures	23	3.7
Rearrange Furniture	22	3.5
Share with Faculty	6	.9
	<hr/>	<hr/>
	N = 627	100.0%

Table 3 continued

MRS Observers' Reported Changes

Instrument IV

Please list changes or additions which have been initiated in your classroom or in your school that can be attributed to your two day visit to the Reading School.

<u>Description</u>	<u>No. Reporting</u>	<u>% of N</u>
Methods	148	22.3
Use of A. V. Materials	94	14.2
Grouping	91	13.7
Individualized Reading and Spelling	89	13.4
Variety of Activities	70	10.5
Teacher-Student Planning	63	9.5
Stress Creative Writing	35	5.3
Made Files for Pictures	34	5.1
Rearranged Furniture	27	4.1
Shared with Faculty	13	1.9
	—	—
	N = 664	100.0%

TABLE 3 continued

MRS Observers' Comments

Instrument V

1. What is the most valuable thing you have gained by your visits to the Model Developmental Reading School?

<u>Description</u>	<u>No. Reporting</u>	<u>% of N</u>
Methods	50	28.1
Individualized Work	31	17.4
Organization and Planning	24	13.5
Grouping	20	11.2
Personal Motivation	20	11.2
Materials	14	7.9
Independent Work	10	5.6
Variety of Activities	<u>9</u>	<u>5.1</u>
	<u>N=178</u>	<u>100.0%</u>

2. What was the greatest weakness you found in the Model Developmental Reading School program?

<u>Description</u>	<u>No. Reporting</u>	<u>% of N</u>
None	29	31.5
Too rushed	14	15.2
Unable to hear well	9	9.8
Should observe earlier in year	6	6.5
Too little time to observe	3	3.3
Methods	7	7.6
Classroom too small	4	4.3
More should visit	5	5.4
Too much movement	3	3.3
Unable to visit other classes	3	3.3
Other	<u>9</u>	<u>9.8</u>
	<u>N=92</u>	<u>100.0%</u>

TABLE 3 continued

Satellite Observers' Comments
Instrument V

1. What is the most valuable thing you have gained by today's visit to this class?

<u>Comment</u>	<u>No. of Comments</u>	<u>% of N</u>
Methods	60	29.6
Individualized Instruction	35	17.0
Participation of Students	32	15.7
Organization	20	9.9
Pupil-Teacher Planning	20	9.9
Grouping	15	7.7
Classroom Atmosphere	7	3.4
Use of Audio-Visual Materials	7	3.4
Other	<u>7</u>	<u>3.4</u>
	<u>N=203</u>	<u>100.0%</u>

2. What was the greatest weakness you observed in the program for the day?

<u>Comment</u>	<u>No. of Comments</u>	<u>% of N</u>
No Weakness Observed	37	23.6
Methods	45	28.7
Need to Observe Longer	26	16.6
Classroom too Small	10	6.3
Too Noisy	12	7.6
No Aide for Teacher	7	4.5
Unable to Hear	7	4.5
Not Typical	7	4.5
Other	<u>6</u>	<u>3.7</u>
	<u>N=157</u>	<u>100.0%</u>

TABLE 3 concluded

Satellite Observers' Proposed Changes

Instrument III

Please list five things you may change in your school or incorporate in your school as a result of your visit to this class.

<u>Comment</u>	<u>No. of Comments</u>	<u>% of N</u>
Use of Audio-Visual equipment and material	151	21.1
Methods	129	18.0
Variety of Activities	124	17.3
Grouping	75	10.5
Individualized Instruction	72	10.2
Pupil-Teacher Planning	65	9.1
Order and Use Supplementary Books	45	6.3
Creative Writing	40	5.6
Other	<u>14</u>	<u>1.9</u>
	N = 715	100.0%

AN EVALUATION OF THE READING PROGRAM IN YOUR SCHOOL

Directions: Please evaluate the reading program in your school by drawing a line around the appropriate number on the five point rating scale following each statement. Use the key below when reading each statement.

1. Needs no improvement
2. Needs very little improvement
3. Needs some improvement
4. Needs very much improvement
5. Needs complete improvement

1. Organization of the classrooms for reading instruction.	1	2	3	4	5
2. Availability of Teachers' guides, tapes, filmstrips, pictures, tests, etc., for use in the program.	1	2	3	4	5
3. Availability of library books and other supplementary books.	1	2	3	4	5
4. Teachers' knowledge of the reading skills.	1	2	3	4	5
5. Time available for reading instruction.	1	2	3	4	5
6. Extent to which very poor readers are helped.	1	2	3	4	5
7. Extent to which average readers are helped.	1	2	3	4	5
8. Extent to which excellent readers are helped.	1	2	3	4	5
9. Extent to which comprehension skills are taught.	1	2	3	4	5
10. Extent to which word recognition skills are taught.	1	2	3	4	5
11. Extent to which in-service help in reading is available.	1	2	3	4	5
12. Extent to which a diagnosis is made of individual pupils' instructional needs.	1	2	3	4	5
13. Extent that spelling instruction is individualized.	1	2	3	4	5
14. Extent to which multiple reading methods are employed in order to meet individual needs.	1	2	3	4	5
15. Way in which work-book type materials are used.	1	2	3	4	5
16. Distribution of State adopted textbooks within the school.	1	2	3	4	5
17. Overall evaluation of the reading program.	1	2	3	4	5

AN EVALUATION OF YOUR GENERAL KNOWLEDGE ABOUT READING PROGRAMS

Directions for items 1 through 20: Please select the best response for each item and mark either A, B, C, etc., to the left of each item.

1. The best learning climate for individualized instruction is created when there is:
 - a. complete freedom for the students in their reading and related activities
 - b. a quiet room with little movement in order that the students may concentrate
 - c. an orderly room with varied reading activities and freedom of movement
2. An individualized reading program is most effective when
 - a. each child is given individual skill instruction
 - b. each child is seeking self-selection and self-pacing, but small group instruction is employed
 - c. each child is reading in a different book
3. The most effective grouping within a classroom is likely to be based upon
 - a. teacher assignments
 - b. results of standardized tests
 - c. activity in progress
4. In a reading program which utilizes some aspects of the Language-Experience, Individualized, and Basal approaches, it is expected that
 - a. some children may read a basal text in one night
 - b. the children will be taught in more than one group
 - c. all children will be taught in sequential order as basal prescribes
5. The average child's reading vocabulary is likely to be increased more through the use of
 - a. programmed materials
 - b. language-experience approach
 - c. basal text
6. Research studies indicate that the most effective Language Arts Programs require
 - a. equipment such as tape recorder, record player, overhead projector, and opaque projector
 - b. resourceful and creative teacher
 - c. materials such as programmed materials, reading labs, workbooks
7. When using the basal reader approach, teachers
 - a. should use the manual as a guide to be supplemented
 - b. should divide the class into three groups
 - c. should follow the manual of directions for teaching all selections
8. The individualized approach to reading requires the teacher to
 - a. teach each child as an individual
 - b. eliminate all group instruction
 - c. combine group and individual instruction

9. In the language-experience approach to reading the most significant responsibility of the teacher is to
 - a. prepare charts based on children's experiences
 - b. provide experiences which stimulate growth of children's language
 - c. allow children to pursue own interests
10. If you were given the opportunity to order workbooks of your choice would you
 - a. order one basal workbook for each child in your class?
 - b. order a few from several different companies?
 - c. order ten or twelve basal workbooks?
11. One of the most valuable means of determining reading levels and specific needs is
 - a. Interest Inventories
 - b. Informal Reading Inventories
 - c. Mental Maturity Tests
 - d. Achievement Tests
12. The scores on one of the following tests is designed to measure progress and has a limited value in determining the instructional level.
 - a. Mental Maturity Test
 - b. Reading Test
 - c. Achievement Test
 - d. Informal Reading Inventory
13. A diagnostic reading test is used primarily to
 - a. place a child in a high, medium, or low reading group
 - b. determine the grade in which the child should be placed
 - c. determine the median reading score of a class
 - d. determine the instructional needs of a child
14. The instructional level of reading is determined by
 - a. scores from Mental Maturity Tests
 - b. diagnostic tests and teacher judgment
 - c. listening to each child read
 - d. working with the child in a group situation
15. Reading is
 - a. recognizing and remembering printed symbols
 - b. mastering specific skills which are employed in word identification
 - c. deriving meaning from printed symbols
 - d. evaluating and remembering printed materials
16. Within a heterogeneous elementary class the span of achievement usually
 - a. varies with the degree of teacher competency
 - b. becomes smaller as the school year progresses
 - c. is greater in a first and second grade than any other grade
 - d. shows a four or five year span in the upper elementary grades

17. Readiness for reading should be developed

- at the pre-school level
- in kindergarten and first grade
- at all reading levels
- in the primary school

18. A major task of the school relative to the teaching of reading must be

- to eliminate individual differences among pupils
- to adjust to individual differences among pupils
- to lessen individual differences among pupils

19. The variable that makes the difference in teaching reading is

- the teacher
- the basic text used
- the devices and materials

20. The basis for all instruction in a classroom is

- the needs of the children in the classroom
- the state course of study
- the expectations of parents, supervisors, and principals
- a combination of all of these

Directions for items 21-24: Match a letter (the descriptive phrases) with each number (the reading programs).

21. Word identification skills	A Skimming
22. Comprehension and interpretive skills	B Predicting outcome
23. Study skills	C Configuration
24. Fluency and rate skills	D Organizing information
	E Learning disorders

Directions for items 25-29: Match a letter (the descriptive phrases) with each number (the reading programs).

25. Picture clues	A Prefixes - suffixes
26. Context clues	B Inferring meaning
27. Phonics	C Spelling, pronunciation, meaning
28. Structural Analysis	D Auditory discrimination
29. Dictionary Usage	E Noting details in illustrations
	F Tracing words

Please list five things you may change or incorporate in your school as a result of your visit to the Model Reading School.

1.

2.

3.

4.

5.

Please list changes or additions which have been initiated in your classroom or in your school that can be attributed to your two day visit to the Reading School.

1.

2.

3.

4.

5.

2. Please list changes or additions you found in the Read Reading School program.

1. What is the most valuable thing you have gained by your visits to the Model Reading School?

2. What was the greatest weakness you found in the Model Reading School program?